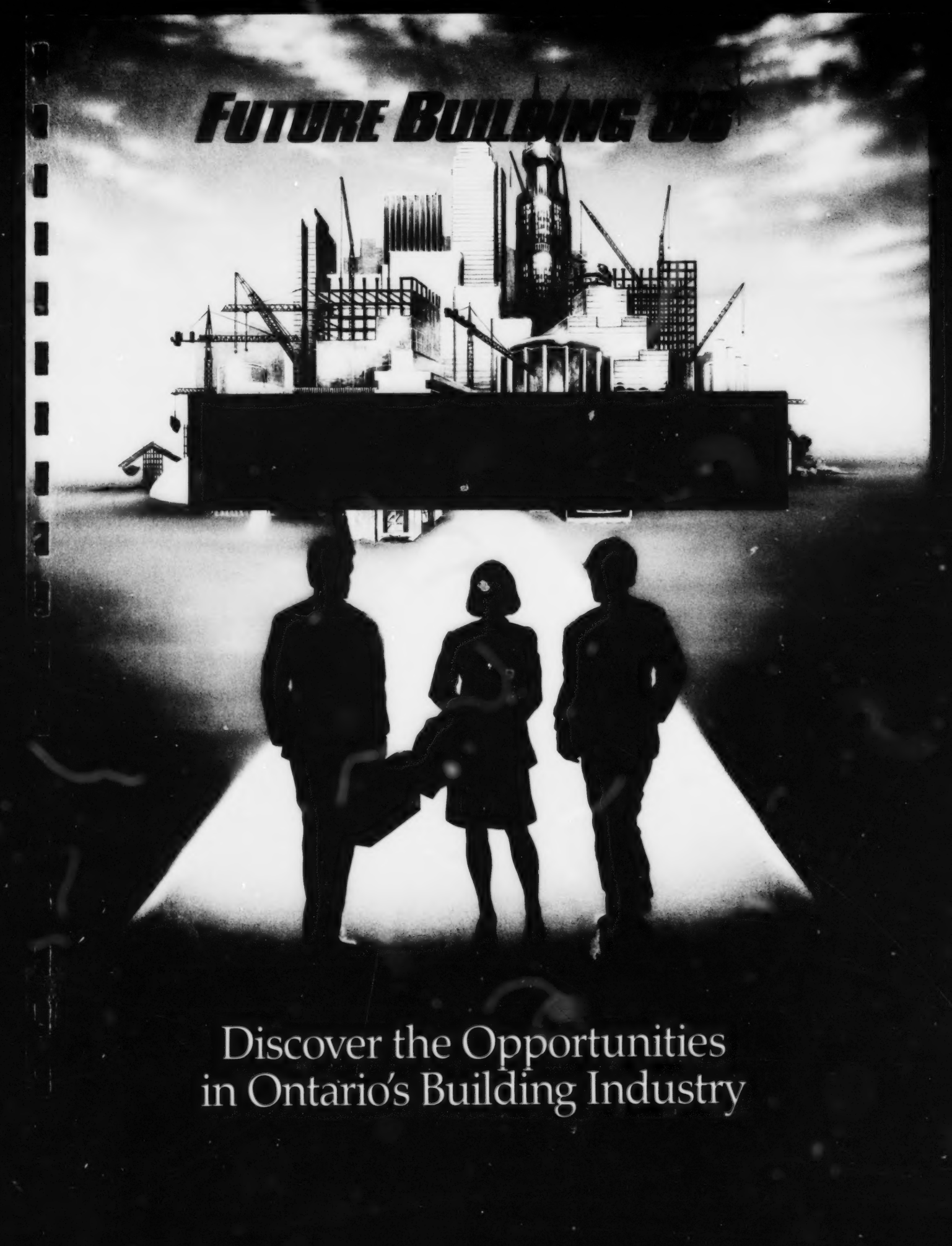
FUTURE BUILDING 88
Discover the Opportunities
in Ontario's Building Industry

FUTURE BUILDING '88 - IMPACT AND FUTURE DIRECTIONS

November 1988

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IMPACT

FUTURE BUILDING '88 STUDENT SURVEY

Future Building '88 achieved its goal:

- Sixty-two percent of the more than 50,000 students attending Future Building indicated prior interest in a job in the building industry. This percentage increased to 70% after FB'88 which means an 8% net increase or about **4000 more** students who are now considering careers in building.

- Sixty percent of students found that challenge and interest were most important in selecting a job. Money, named by 21% of the students as most important, came second. Girls were more interested in the challenge than boys and boys were more interested in the money.

- After Future Building '88, 79% of students felt the industry provided opportunities (versus 69% before) and 55% felt it afforded them independence (versus 46% before). There are still problems with some of the negative attitudes; 45% still felt the industry was dangerous and 68% felt that job security was a problem.

- Fifty-three percent of the students were interested in professional jobs in the building industry while about 23% were interested in apprenticeships. Interest in both increased after FB'88.

  There is a clear indication of the need for continued, positive exposure by the building industry in order to change attitudes and perceptions and attract potential entrants.

- After the show, 58% of students felt that the building industry could provide them with a career (versus 50% before) and 20% felt it could not (versus 24% before). There is still a large 23% neutral category which ought to be the target of ongoing school visits and other recruitment measures by building industry members.

FUTURE DIRECTIONS

The goals of the Building Industry Strategy Board were established three years ago and included the aim of working toward provision of a skilled, productive and accessible workforce for the building industry. It was evident then that the major source of this workforce would have to be the young people of this province. It was also clear that their negative opinions about the industry had been conditioned by misconceptions about the importance, acceptability and nature of building industry careers.

It is apparent now, from the results of this survey of young participants in Future Building '88, that this effort to show the affirmative side of the building industry has had a measureable, positive effect on the members of our prospective workforce. They have, in many cases, changed their minds about the industry and see it as one where challenge, creativity and perhaps even some risk combine to produce most interesting career possibilities. In the same way, we have changed our attitude about ourselves. In donating our time, effort, materials and money to this project many of us have chosen to consider the good of the building industry as a whole rather than just our individual roles.

As members of the building industry, it is critical to our success that we capitalize on these changes in attitudes and keep up the momentum generated by the Future Building show. The hands-on opportunity to experience "building" was the unquestioned highlight of Future Building '88. We must renew our informative and supportive relationship as building industry professionals with the schools, the teachers, the students and the parents in our local communities.

Our Building Industry Strategy Board suggests that Association members become involved in career day activities whenever possible and create our own hands-on career displays in the local schools and malls. The BIS Secretariat has a quantity of resource materials to help in this. These are identified elsewhere in this publication.

It is our intention to continue this outreach to youth with the long term goal of making a building industry career one which is desireable and carries high status.

IMPORTANT INFORMATION FOR THE BUILDING INDUSTRY

Future Building '88 is over but not forgotten, especially by those who had a part to play in its success. It has become clear since its completion that it has had a positive impact on the way our future labour force regards the building industry and the way the industry sees itself. To capitalize on this success we are providing students with more and better information about the building industry, but the responsibility for ongoing, personal communication with our future builders is yours.

Our discussions with school guidance counsellors have shown there is little relevant information available to them about the building industry. In response we have produced two videos and a computer based building careers program for use in a school outreach program and intend to continue with curriculum guides, trade specific video profiles and other material. However, there is nothing like seeing (and talking to) the genuine item to give students a feel for the building industry. We encourage you to go out and speak at your local schools and actively respond to any requests for a building industry presence at local job fairs and career days.

Our videos and other material will be sent to schools and are available to building industry organizations free of charge. Please indicate which of the materials in the list below you would like. You will be informed as other material becomes available.

"Build Your Tomorrow" : Beta/VHS video, 22 minutes, a humourous introduction to the building industry pitched to a younger audience. This was sent to all schools showing an interest in Future Building '88 in March 1988.

"I Built That" : VHS video, 20 minutes, the complete stage show from Future Building '88. This is useful for motivation and to remove misconceptions and stereotypes about the industry.

"Future Builders" : VHS video, 15 minutes, two students explore FB'88 and the possibilities in the building industry. This can be used in conjunction with "I Built That" or alone for information and motivation. Two of the characters from the "DeGrassi Junior High" television show are featured.

"The Wise Old Builder" : computer software, MS DOS compatible, students type in interests and activities and receive information on relevant building related occupations. Approximately 50 occupational areas are described. For interest and information.

"Project Coordinator" : computer software, MS DOS compatible, describes the job and its place in the building industry; identifies flow of documents for which position is responsible. This will be of more interest to the industry in general than students.

"**Contract Administrator**" : computer software, MS DOS compatible, describes the job and its place in the building industry; identifies flow of documents for which position is responsible. This will be of more interest to the industry in general than students. Same format as Project

Coordinator.

REQUEST FREE COPIES OF THIS MATERIAL BY WRITING TO:

Training and Education Section
Building Industry Secretariat
777 Bay Street, 2nd Floor
Toronto, Ontario
M5G 2E5

Attention: Future Builders Outreach

A FEW QUOTES FROM THE KIDS AND TEACHERS AT FUTURE BUILDING '88

"The organization, the theatrical production and the discovery floor were all excellent. It was a great experience for our students." David Martin, **Teacher of Industrial Arts**, Wingham, Ont.

"It was a wonderful day for our students! Some said it was the **best** school trip they had **ever** had." - June Cameron, **Teacher**, Maple, Ont.

"The Building Industry used to be nothing to me after this I think it is interesting." Leila M., **Student**

"It was well organized and there was a lot to do for the children. There were things like: fixing shingles, welding, plumbing, brick laying, metal sheet cutting, lifting heavy equipment and hammering shingles..." Peter N., **Student**

PLEASE NOTE: If you write to us for material, please take a few minutes at the same time to drop us a note on what you thought of Future Building '88, what additional information materials you might want or how the Training and Education Section of the Building Industry Secretariat might help you with your human resource development needs.

SURVEY OF FUTURE BUILDING '88 STUDENT PARTICIPANTS

Building Industry Secretariat

Training and Education Section

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SURVEY OF FUTURE BUILDING '88 STUDENT PARTICIPANTS

1. Introduction

Future Building '88 was a building industry career exposition for high school and senior elementary school students jointly sponsored by the building industry and the Ontario provincial government in May 1988.

Because Future Building '88 drew such massive industry support and student participation, the Building Industry Secretariat was interested in measuring the effectiveness of the exposition in addressing the industry's concerns about labour force shortages. This was necessary to ascertain what future measures could be taken to encourage young people to consider the building industry as a career. In other words, to find out what worked at the exposition and what did not. This survey was to determine the outcome of attempting to modify the motivation and attitude of students toward the building industry at Future Building '88 (FB'88).

2. Sampling Strategy

Approximately 50,000 students were registered for FB'88. In order to meet the need for a reasonable sample for the survey it was felt that about 5% of the population of attendees should be questioned. Those who attended were selected by the schools involved. Sometimes, especially at the secondary level, this meant that only students from general programs were allowed to go and in other cases whole grades attended. We could not control for this selection. Since half the attendees were undifferentiated senior elementary students, this lent weight to the validity of the sample. We used a stratified sampling technique and sent each school the number of questionnaires equal to 5% of their projected attendance rounded up to the nearest one. On sending the questionnaire to the teachers we asked that a representative sample of the students they were taking to FB'88 receive the questionnaires. The same students were to complete both the pre and post FB'88 parts of the questionnaire. The stratification and judgement sampling were used to reduce the required number of students for the sample. A copy of the questionnaire and letter to the teacher are included at Annex A.

About 2100 questionnaires were sent out, of which 959 (46%) were returned completed correctly. There was about 2% spoilage due to different students completing pre and post and missed questions.

3. Survey Instrument

The Pre-FB'88 questionnaire was given 2-4 weeks prior to attending and the Post-FB'88 questionnaire was given 1-4 weeks after attending the exposition. The instrument was designed to elicit both factual and attitudinal information and questioned a number of areas. These areas included: student's relationship to the building industry, entrepreneurship, personal interest in the building industry, sources of information about the industry, knowledge of entry requirements to the building industry, motivations for work, attitudes toward the building industry, interest in career possibilities in the building industry and understanding of the building industry.

4. Survey Results

The sample indicated a fairly young population with an average age around 14 years and a median age of 13 years. The distribution of ages of respondents is shown below.

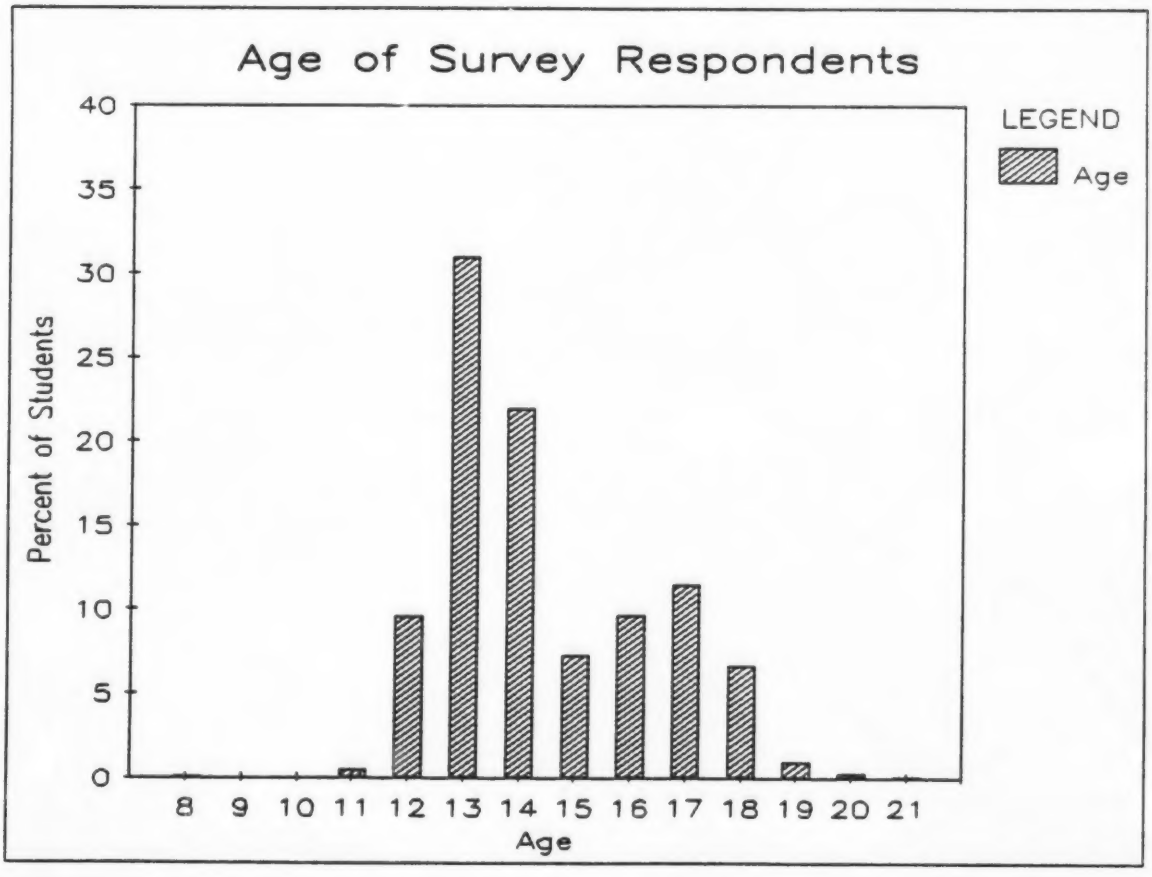

Chart 4.0.1

The following sections will show the results of the survey under the nine categories mentioned above.

4.1 Relationship to the Building Industry

The survey tried to establish the students' relationship to the building industry by identifying parents' involvement with the industry and their type of work. The question about whether the mother or father worked in the building industry showed that about 25% of the respondents had parents in the building industry. It was also determined that 70% of those whose parents work in the building industry would consider working there, whereas, 60% of those whose parents did not work in the building industry would be interested. Having a parent in the building industry has a moderate positive effect on the childrens' chance of selecting the building industry as a career.

The accompanying chart shows the distribution for type of work for each parent. The results are typical for a cross section of the Ontario population.

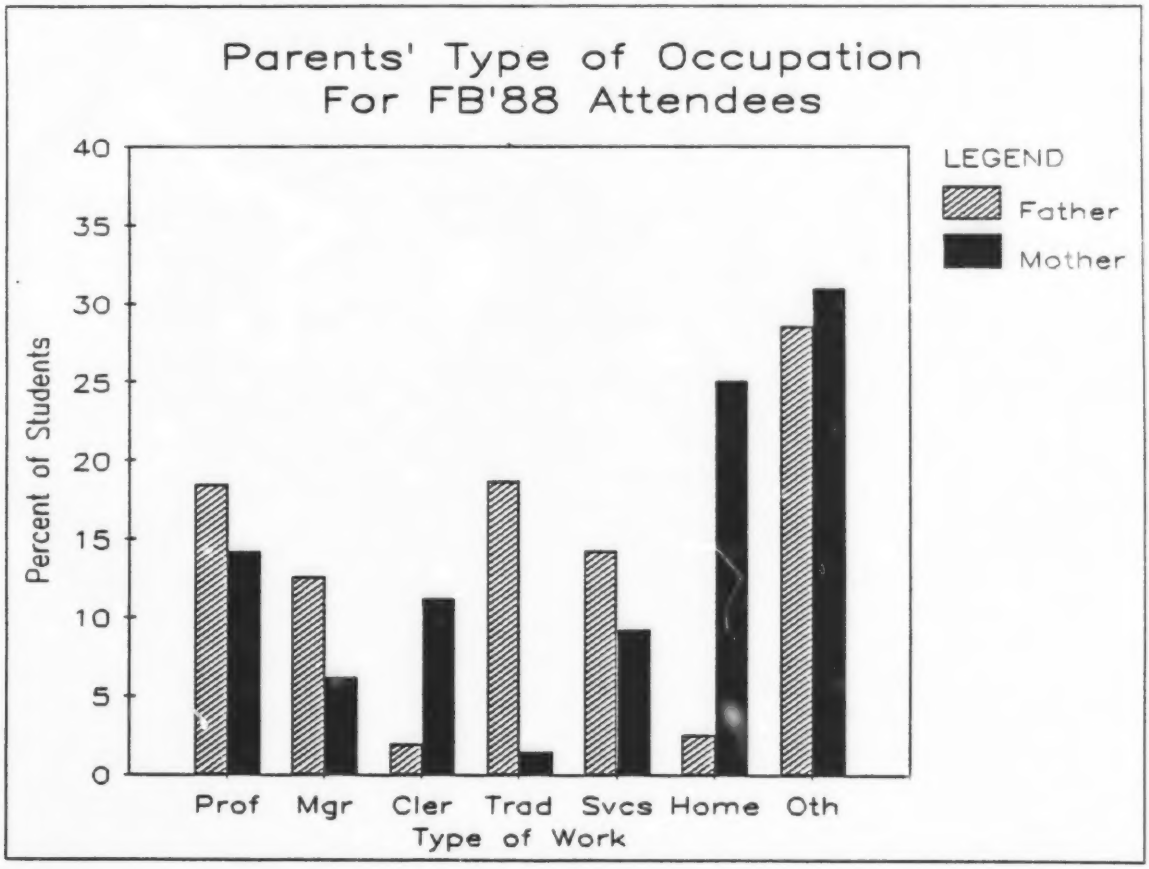

Chart 4.1.1

4.2 Entrepreneurship

A trio of questions was asked to determine the level of entrepreneurship among attendees. The questions enquired about having started and run a small business, taken a part time job or run a paper route. The results indicate a high level of entrepreneurial activity among our youth. Only 1 out of 959 students indicated that he or she did not engage in work of some kind. Results are in the Table below.

	Small Bus.	Part-time	Paper Rte.
Small Bus.	235 (25%)		
Part-time	169 (18%)	574 (60%)	
Paper Rte.	95 (10%)	226 (24%)	318 (33%)

Table 4.1

This indicates that most of the students have had part-time jobs (574) and least some had both paper routes and small businesses (95). The number who have participated in all three activities (this does not show on the table) is 75. We named this last group our "dedicated entrepreneurs" and attempted to see whether their attitudes about or interest in the building industry were different than the average. They were not. However, the sample of 318 who had paper routes seemed to show a greater response to FB'88 with a 13% increase in interest in a building industry job compared to an 8% increase for the group as a whole. Those who did not have a paper route showed only a 3% increase.

4.3 Personal Interest in the Building Industry

This comprised two questions, the first asking whether the student would consider a job in the building industry and the second asking what type of job it might be (if he or she was interested). These questions were asked on both pre and post FB'88 questionnaires. The charts below show the responses obtained.

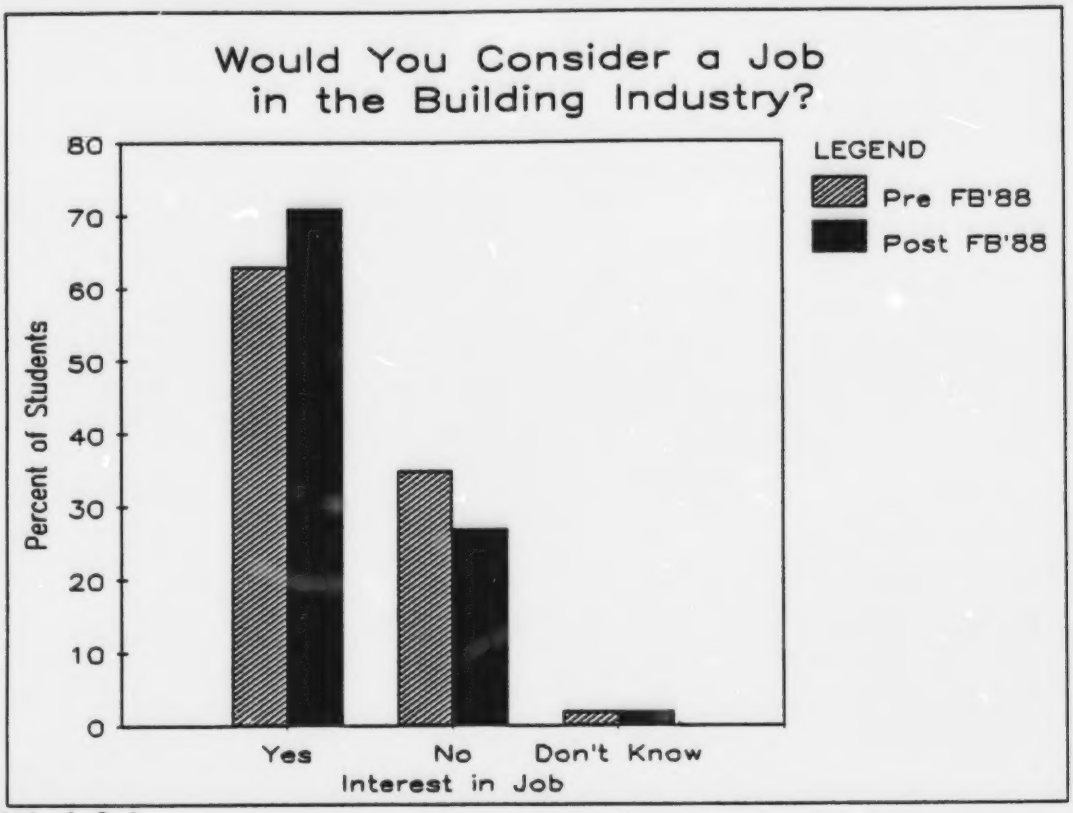

Chart 4.3.1

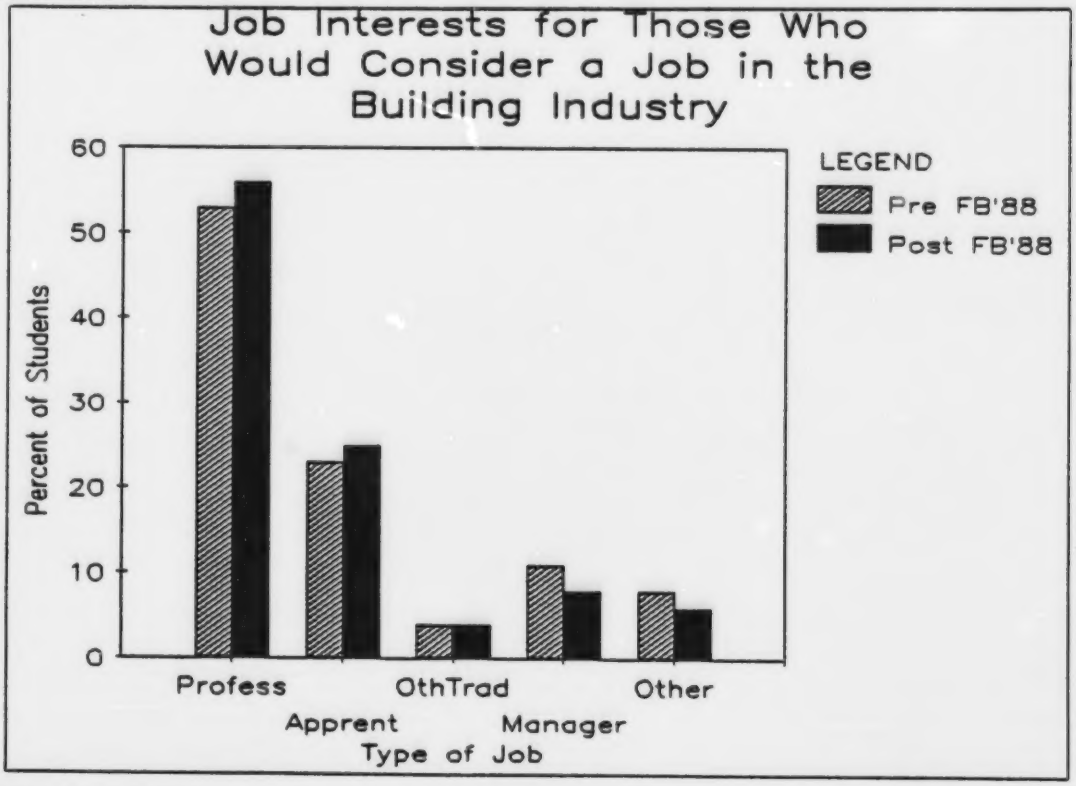

Chart 4.3.2

Notice that both before and after FB'88 there was a positive response to the first question. After FB'88 though, the negative responses were fewer and the positive responses were greater in number. This demonstrates a considerable effect on the attitudes of the students who attended FB'88. The 8% change (from 62% to 70%) represents about 4000 students. For those students who would consider a job in the building industry, the preponderance of interest was in the professional and apprentice trades areas. After FB'88 the interest in these increased while the rest decreased indicating that the impact of the exposition was in those two areas.

Apparently the work of the parents affected the students' interest in the industry. The chart below (4.3.3) shows the nature of the effect.

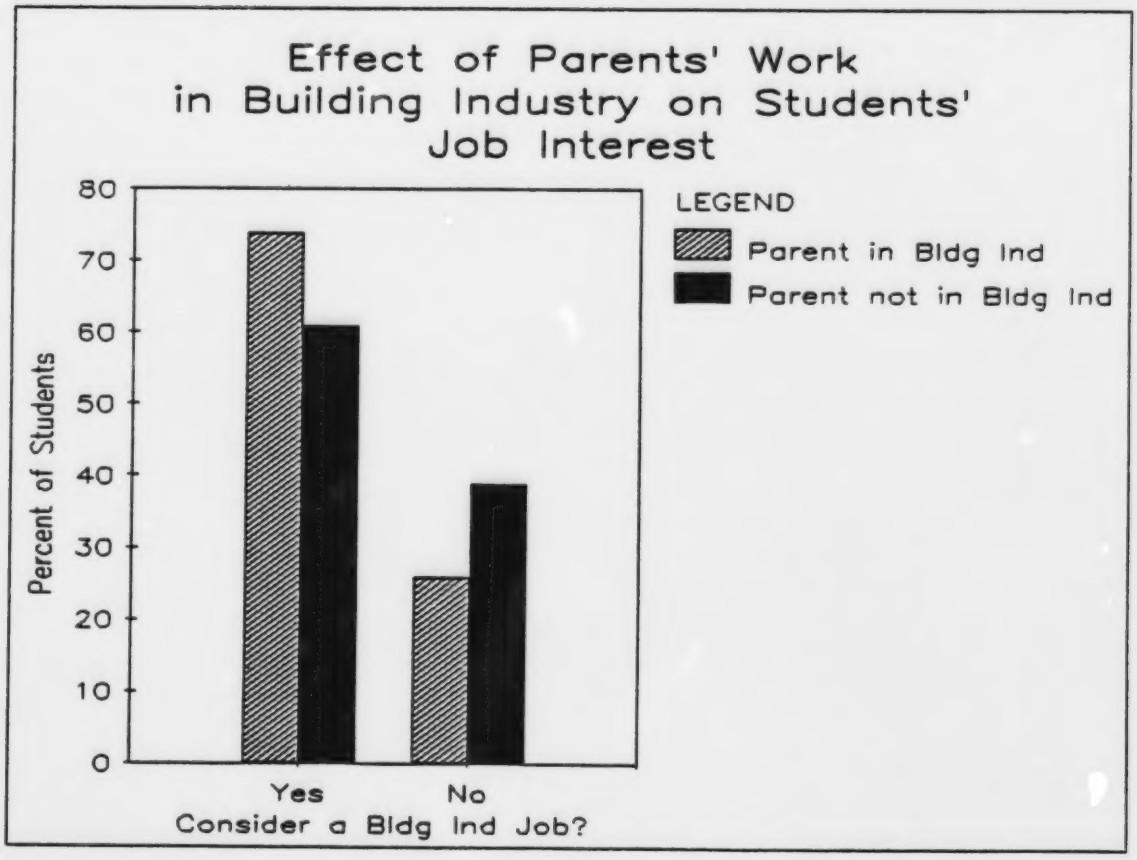

Chart 4.3.3

It is quite clear that a greater percentage of those who have parents working in the building industry show interest in working there than those who do not have parents in the industry.

4.4 Sources of Information

We were interested in determining where the students get the information which determines their attitudes about work in the building industry. It is clear from the chart below that schools and parents are the most important sources of information. After FB'88, the relative influence of government agencies and "other" sources increased. We take this to be an effect of the exposition. Note that the Media influence has dropped after FB'88.

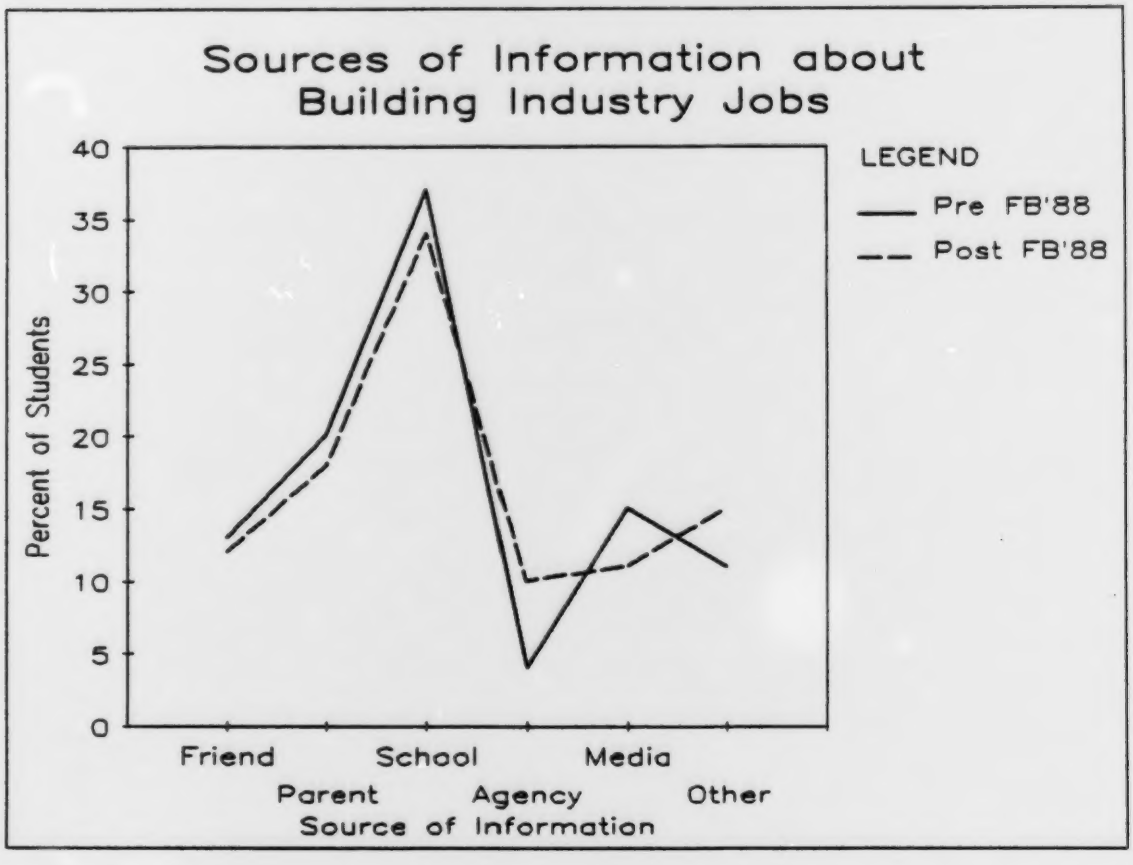

Chart 4.4.1

The second chart (4.4.2) is done for those who indicated no interest in a building industry job to determine the major source of non-supportive information. Once again the influence of the schools is

greatest but the effect of media and other categories increased. The influence of friends drops considerably after FB'88 which seems to indicate that more objective (reliable?) sources of advice have been found.

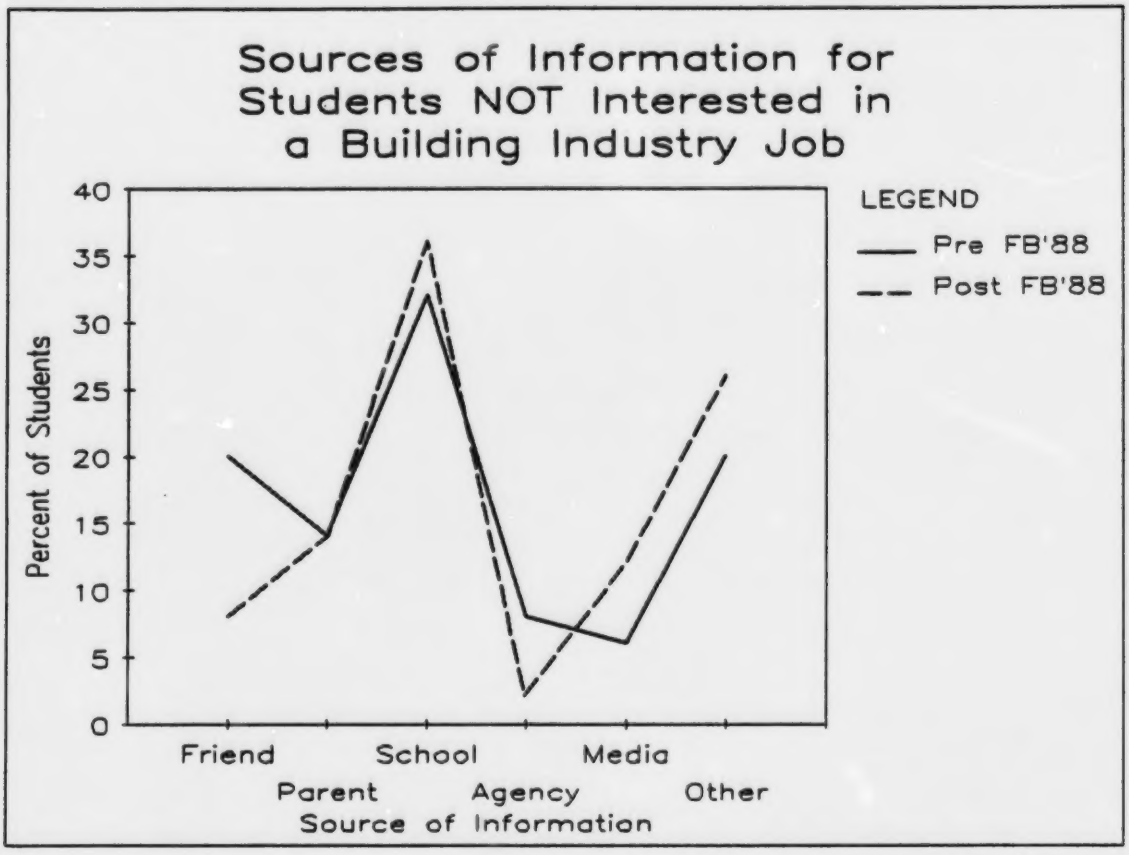

Chart 4.4.2

Contrast this last result when we consider the influence of sources of information on students who showed a continuing interest in the building industry before and after FB'88 (529 students). As we can see below (Chart 4.4.3), before FB'88 the influence of schools is as high as with the general population but friends have less influence and parents have more. After FB'88, presumably after having a chance to see the industry as it really is, the influence of information from schools is much reduced at the expense of more influence in other areas. It seems as though the credibility of the schools as a source of information for the building industry has suffered as a

result of gaining a different point of view. This shows the schools as the major source of negative information for students about the building industry.

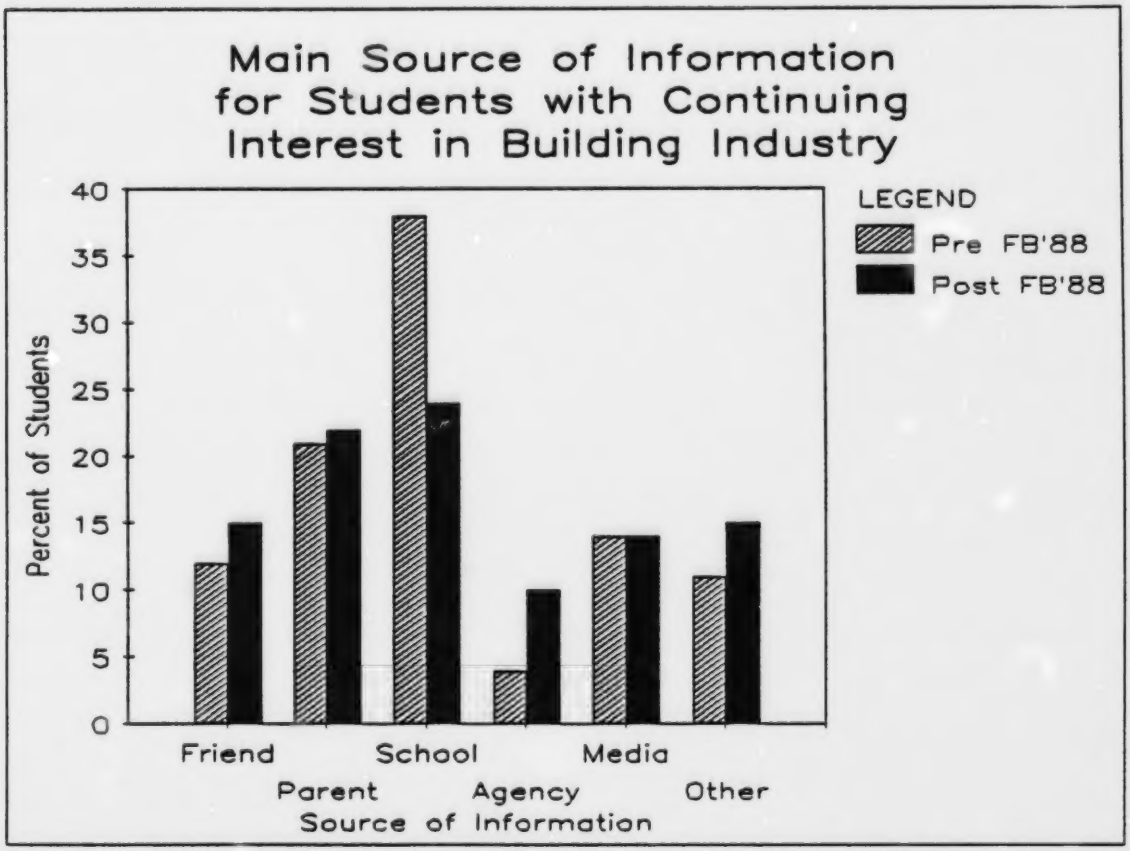

Chart 4.4.3

4.5 Knowledge of Entry Requirements

We were attempting in this question to evaluate the information dissemination effect of FB'88. We selected a question which we felt students would ask while there, namely, "How do I become a _____ ?" The routes to one of the occupations selected, "Contractor", were so varied it was impossible to identify a correct answer so this one is omitted. We had left a professional, a technician, an apprenticed trade and a recognised building trade. The understanding of the

training required decreased with the level of formal training needed for the occupation. See Chart 4.5.1.

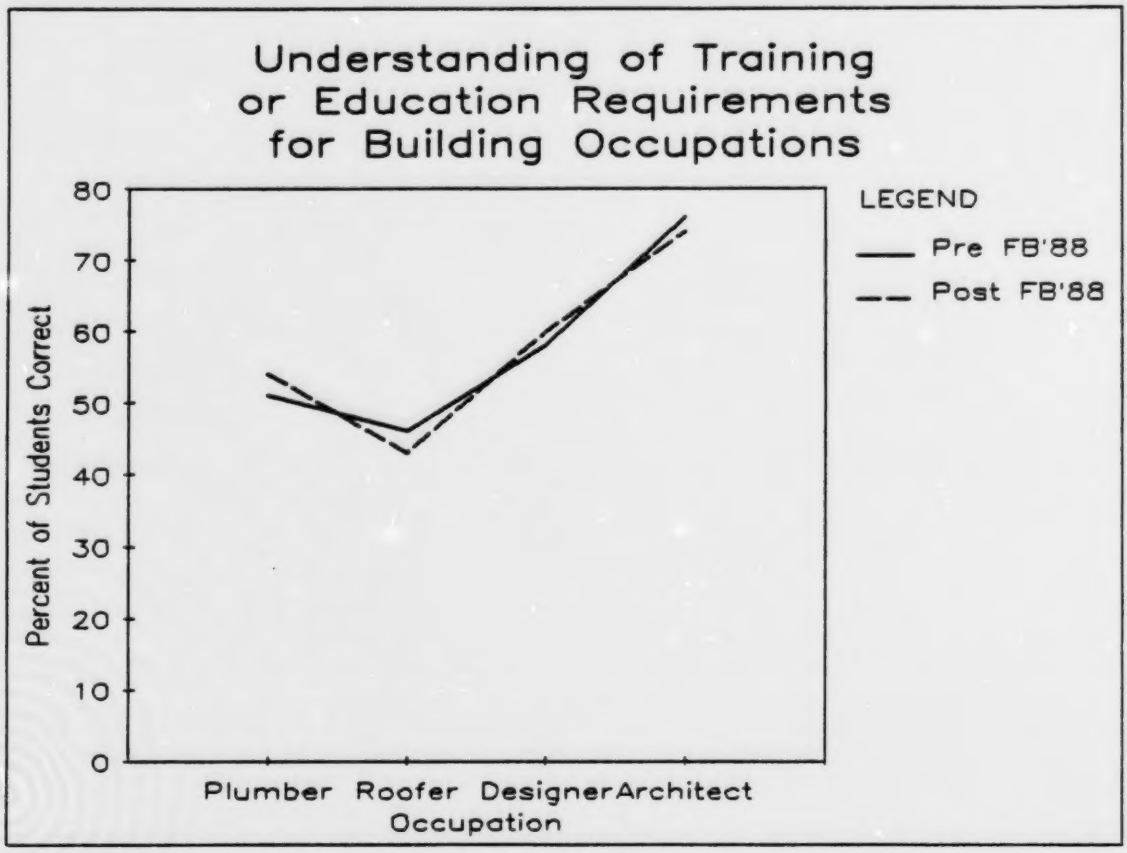

Chart 4.5.1

The understanding of the requirements did not improve after FB'88. This indicated that the knowledge component of the occupations highlighted at the exposition was not conveyed to the participants. The students may have experienced the job but did not retain the information necessary to pursue their interests. This argues for the necessity of an industry follow up to FB'88 which will build on the interest generated there to communicate specific ways and means of entering the jobs.

4.6 Motivations for Work

We decided to ask a general question regarding the things which motivate students in selecting a job so that future information about the building industry could be conveyed to them accordingly. It is clear from the chart below that the most important need for this group is to work in a job which is challenging and interesting. Good pay and having a chance to work with their hands also seemed to be of value to the group.

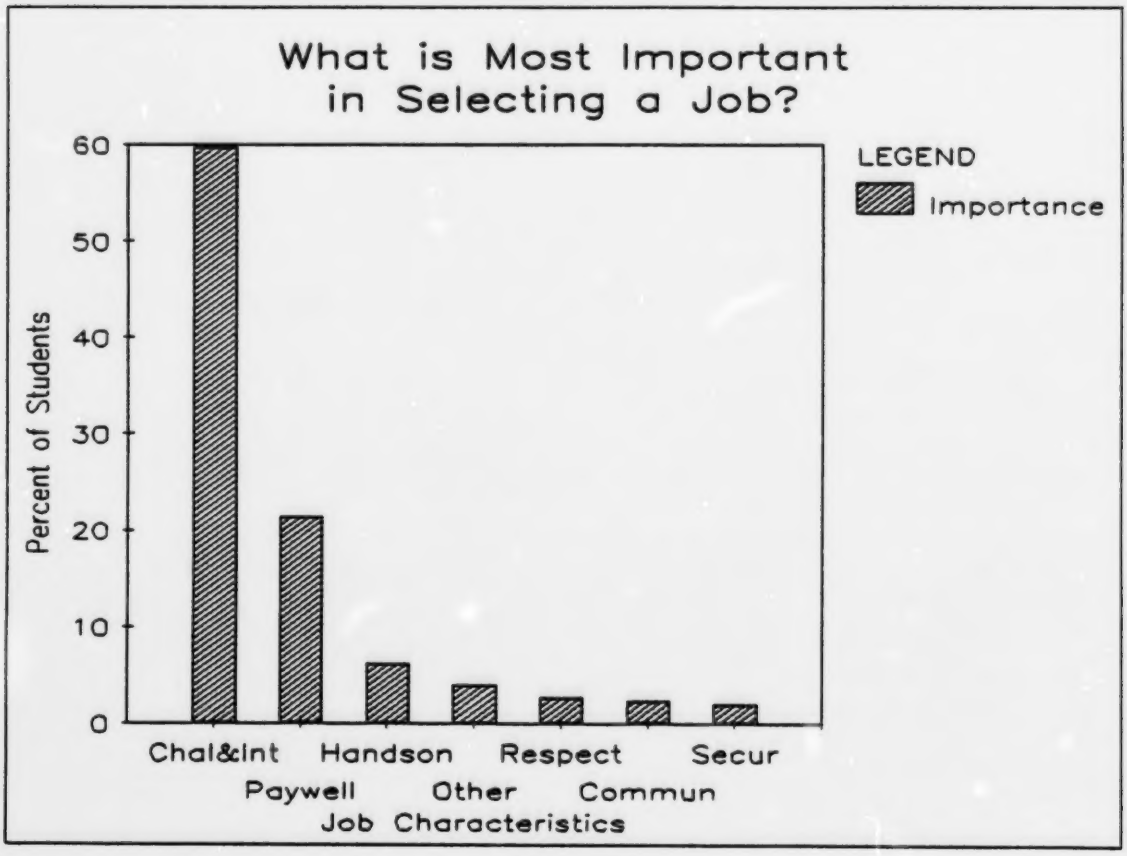

Chart 4.6.1

They showed little interest in the other job characteristics. This type of interest pattern is common for this age group.

4.7 Attitudes to Building Industry

In order to change attitudes about the building industry, we have to know what the current attitudes are. This was the aim of the next question. We had the students describe the building industry by selecting as many of the seven descriptors as they felt were appropriate. The results are below.

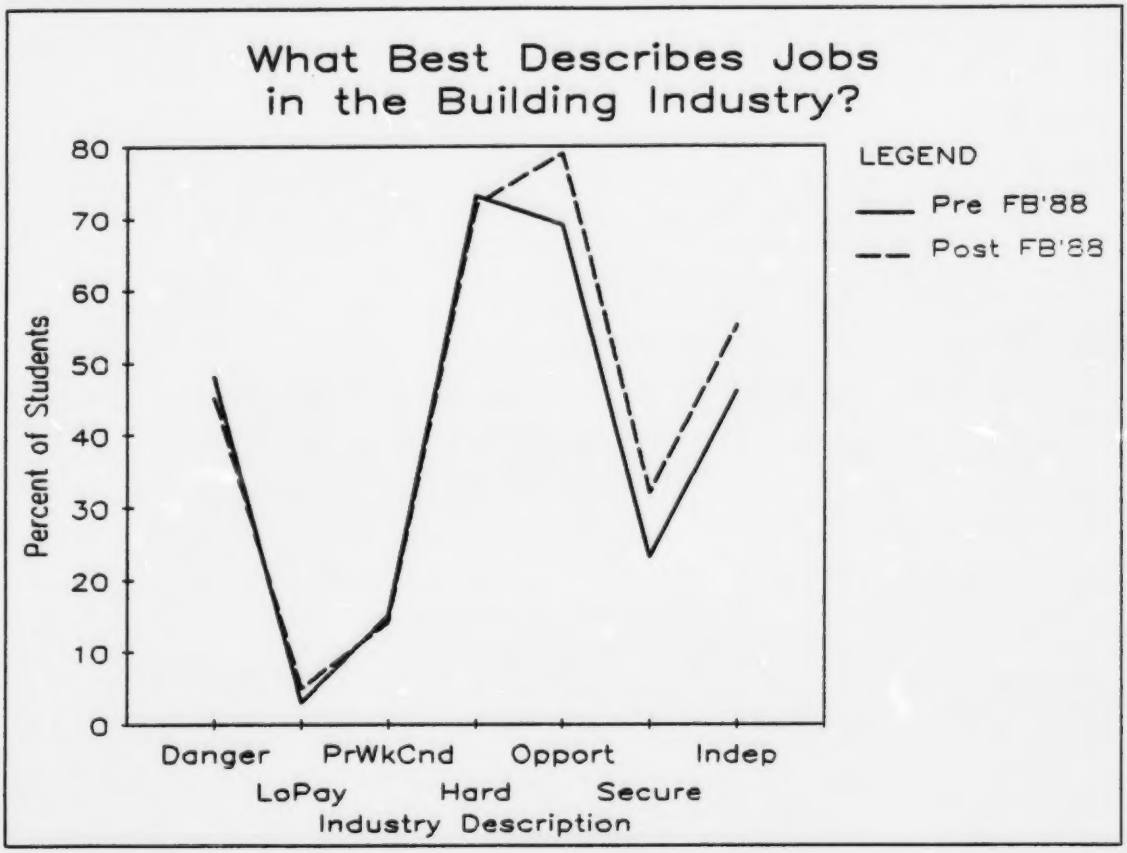

Chart 4.7.1

The negative indicators (low paying, have poor working conditions) were selected fewer times than the positive indicators (jobs provide opportunities, are secure and allow independence). The indicator "hard work" could be considered positive or negative depending on the students value of hard work. FB'88 increased the positive responses but had little effect on the negative ones. The students have a continuing image of the building industry as being dangerous but despite that, many are willing to work there. Of those who considered the building industry to be dangerous, 17%

still felt that it could provide them a career. Of those students who were interested in working in a trade, 94% considered the building industry to be dangerous. Of those who were interested in the management aspect, 89% thought the industry was dangerous.

Of those who considered the building industry to have poor working conditions, 25% still wanted to work in it. If the two perceptions of danger and insecurity associated with the industry can be addressed, student attitude about the industry should turn around.

4.8 Career Possibilities In Building Industry

The students were required to agree or disagree with a statement that the building industry could provide the type of career in which they might be interested. This was measured before and after FB'88. The result is below.

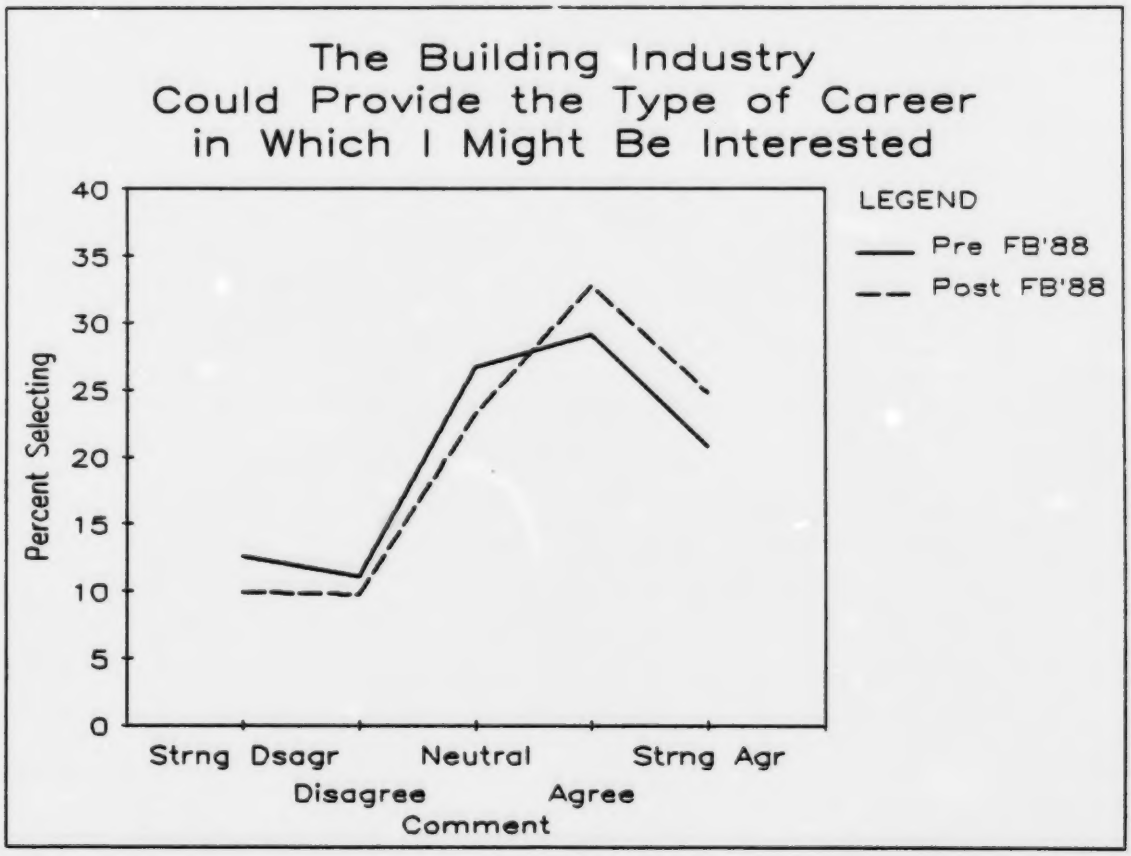

Chart 4.8.1

Generally the result was positive before and after the exposition. The disagreement was less and the agreement was higher after the show. This demonstrated once again the positive effect of FB'88.

4.9 Understanding the Building Industry

To find out whether the exposition had an effect on the students' own perceived understanding of the industry, we asked them to rate the statement that they understand what the building industry is about both before and after FB'88.

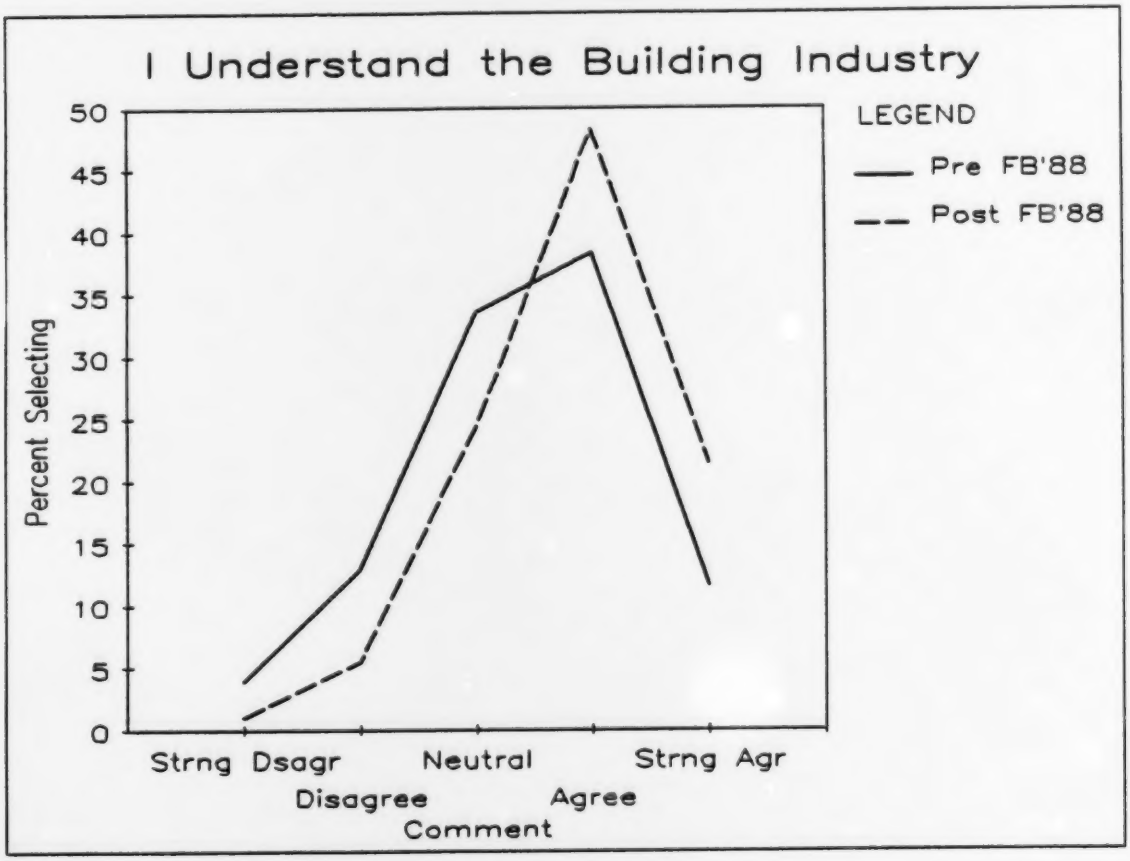

Chart 4.9.1

The students felt that they understood the building industry much better after the show. It seems that this is based on a better feel for the operations of the industry because of participation in activities at FB'88. The knowledge of industry job entry requirements did not increase so it seems that the increased confidence comes from the experience of the show.

5. Special Topics

5.1 Female Students and the Building Industry

A special analysis of the responses of the girls in the group was done to see what the differences would be from the boys. The girls comprised 39% of the sample. One interesting result was found in determining what girls are looking for in selecting a job. Here are the results compared to the boys.

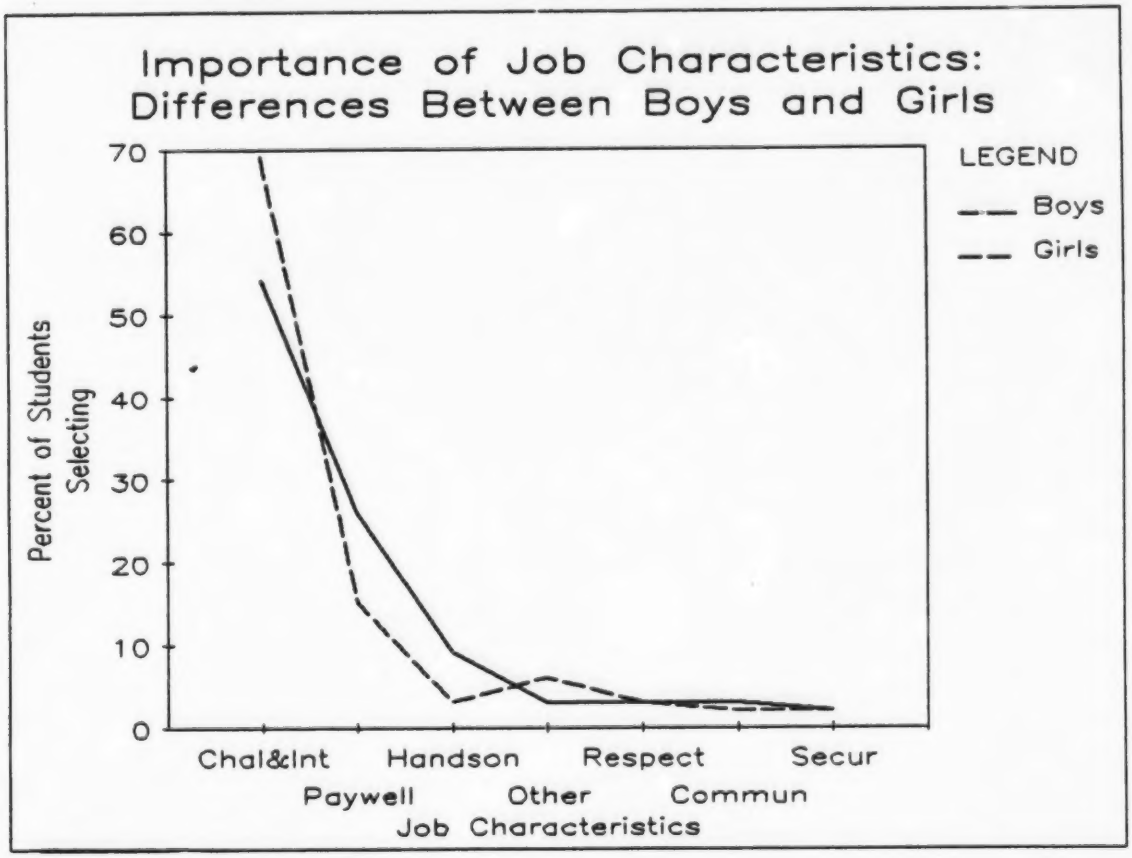

Chart 5.1.1

It is clear that girls are much more interested than boys that a job be challenging and interesting and less interested that it pay well or that it be a hands on activity.

The students were asked to evaluate a statement which indicated that the building industry might provide a career for them. The results for girls are below.

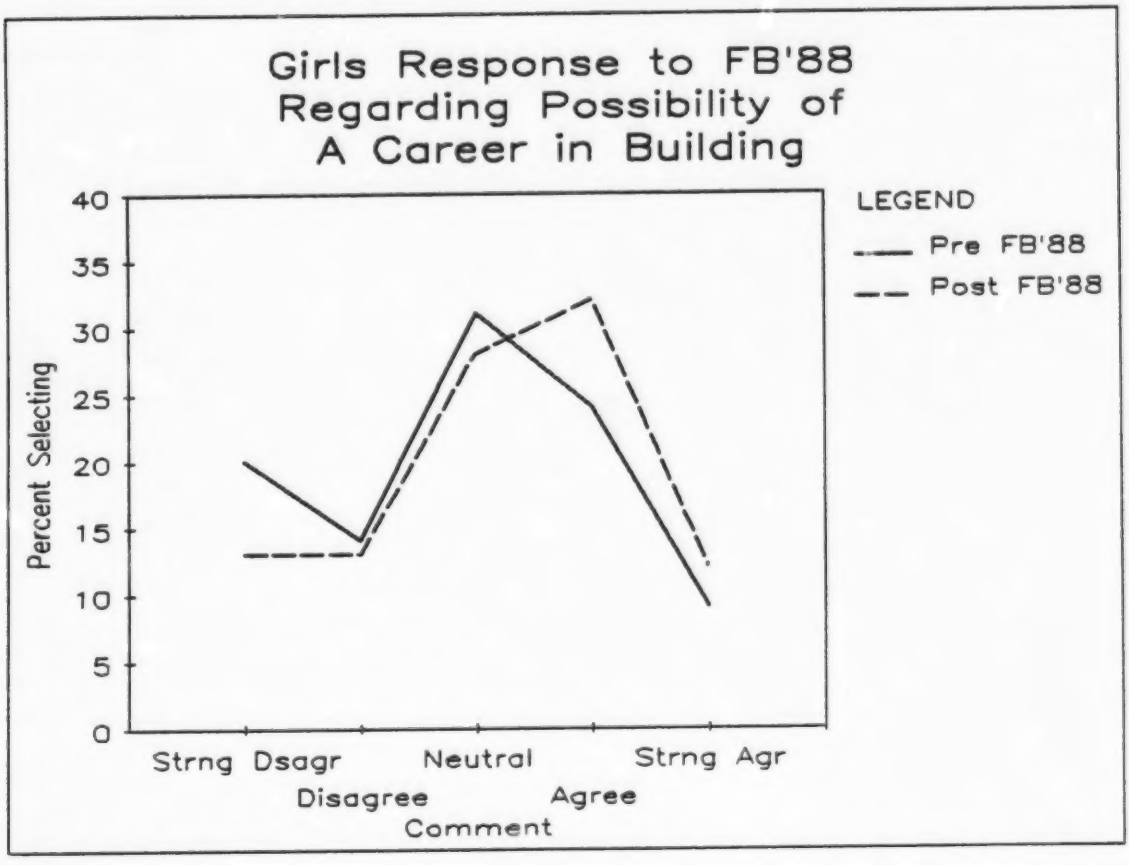

Chart 5.1.2

The diagram shows a significant shift in opinion toward agreement with this statement after FB'88.

Finally, we wanted to see whether there were differences between boys and girls with regard to their attitude toward the building industry. The chart below indicates that there were no major discrepancies and that both boys and girls see the industry as dangerous and requiring hard work as well as a place for opportunities and independence.

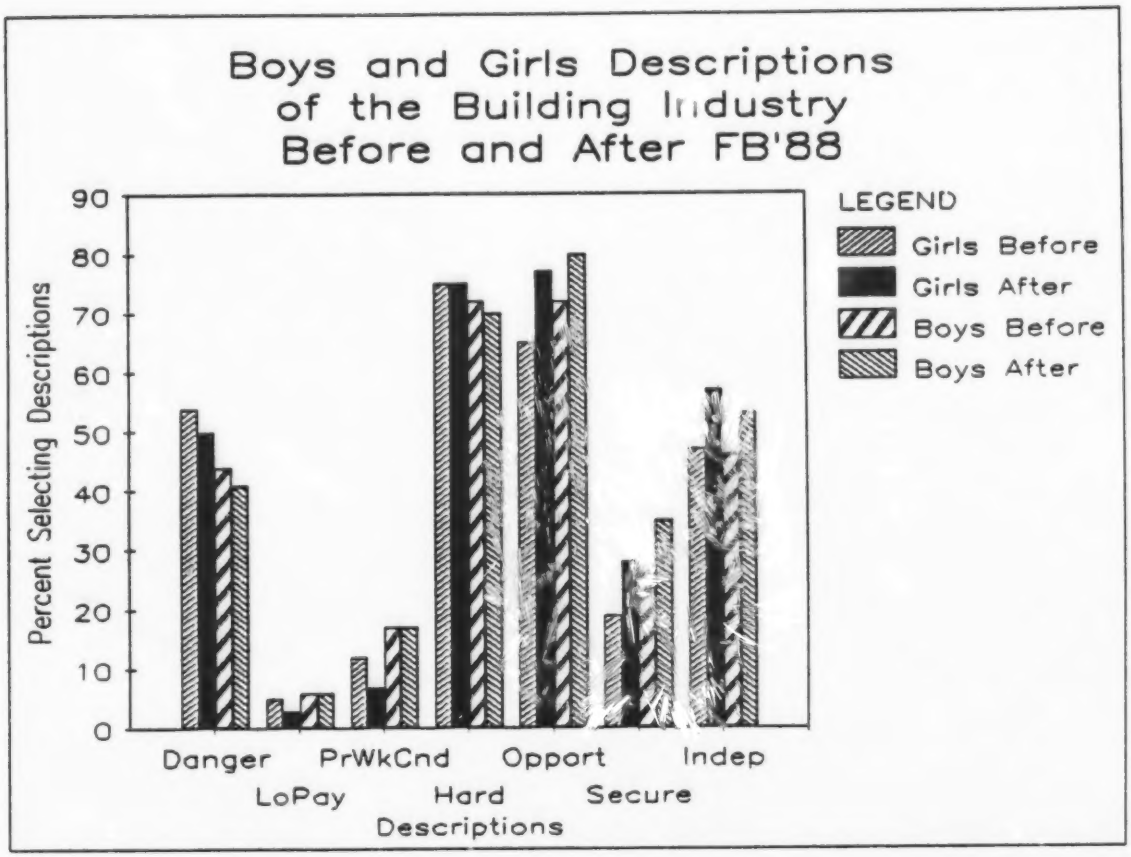

Chart 5.1.3

5.2 The Children of the Current Workers

We have often heard that the parents in the building industry discourage their children from entering the industry. We saw earlier that parents are a positive source of information about the industry. We took a specific example of those students whose fathers work in a building industry trade to test this result. For the part of this group who get their information on career choices from their parents, 31% are interested in the building industry. For fathers in general, the result is 20%, showing a significant difference. This seems to indicate that children who have fathers working in a building industry trade are more interested than average in a building industry career.

5.3 Demographic Analysis

We collected information on the geographical region from which each survey respondent came. The bulk of the responses came from central Ontario but only 14% from Metro Toronto. We intended to select a sample from each region and then a town at random to give a good cross section. We had only 10 replies from northern Ontario (representing 200 students) and no replies from eastern Ontario (including Kingston, Ottawa, Belleville, Brockville and Cornwall).

The areas selected were Metropolitan Toronto, the North, western Ontario fringes such as Sarnia, Goderich, Kincardine and Owen Sound and central west including Kitchener, Waterloo, London, Brantford and Hamilton. Simcoe, 40 miles south of Brantford, was our random choice of town.

We wished to determine a baseline of career interests for the regions and selected the pre FB'88 assessment. It should be noted that these interests are generic and not specific to the building industry. For example, an interest shown in trades will include all trades. After FB'88 the interests tended to move up to the levels requiring more training or to other areas. The assessment of career interests for the five regions is shown in chart 5.3.1 below. The regions which seem to break the pattern are Simcoe with no interest shown in apprenticeships or trades and FringeWest and the North with a healthy interest in the trades area. The low numbers in the North sample makes it difficult to draw valid conclusions but they do seem to have a significantly different response.

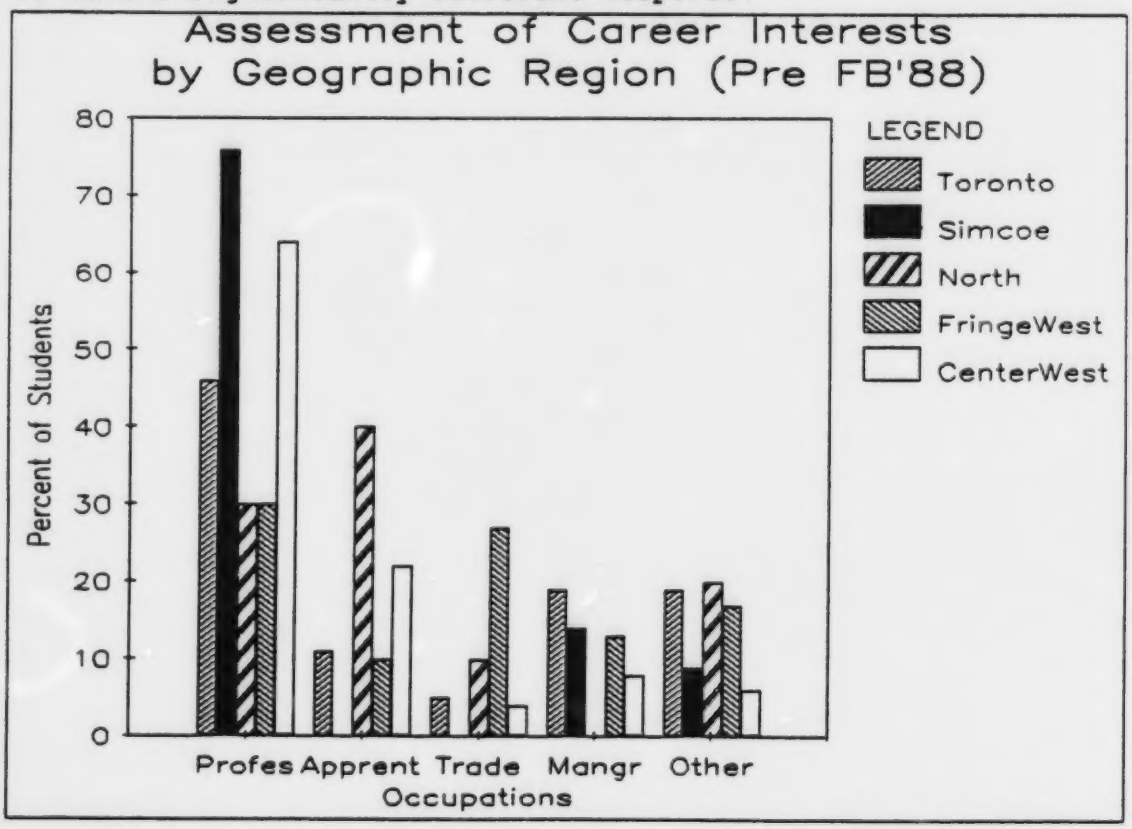

Chart 5.3.1

The next chart shows that the North and CenterWest seem to have a greater than average interest in the building industry when considering a job. Any campaign to increase interest in the industry should be sure to include a special focus for these areas. The FringeWest area of Ontario seems to be little interested and non responsive to the possibility of building industry work.

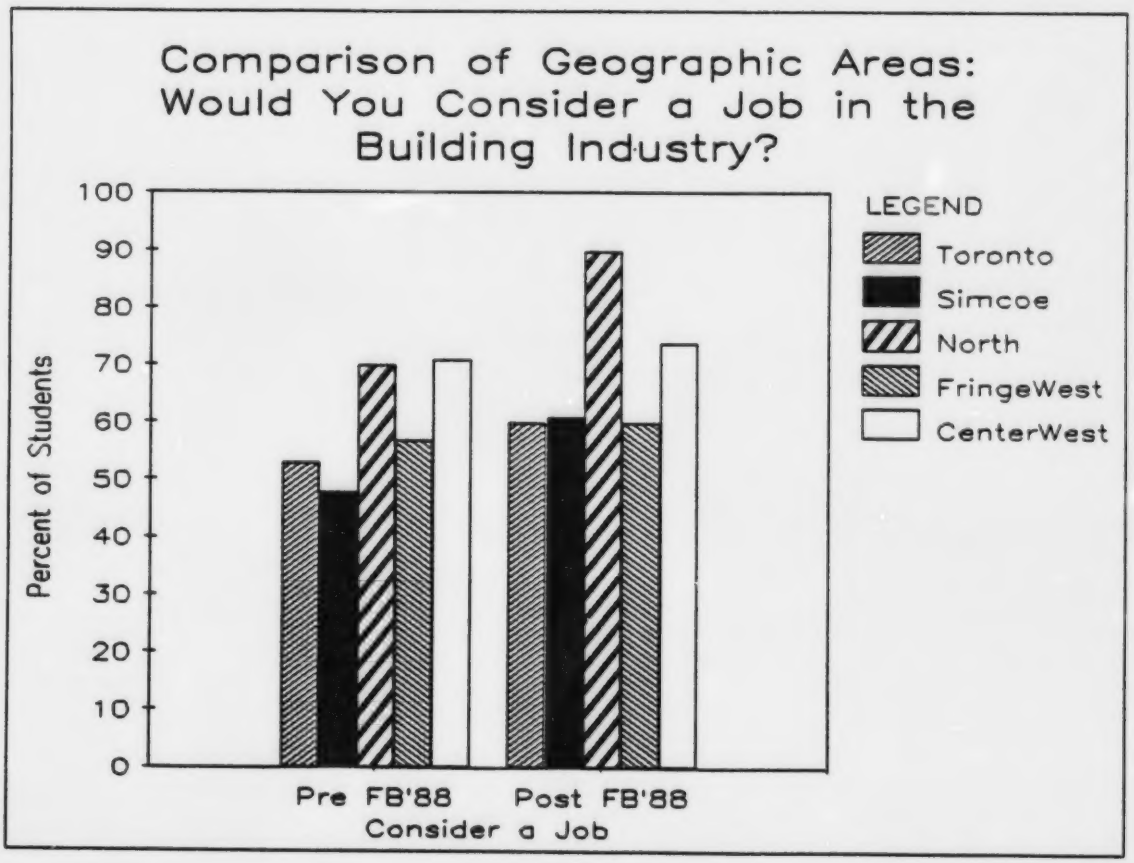

Chart 5.3.2

In determining the students' assessment of the scope of the industry, it seems that the North and CenterWest, once again more than other geographical areas, see much more potential in the building industry.

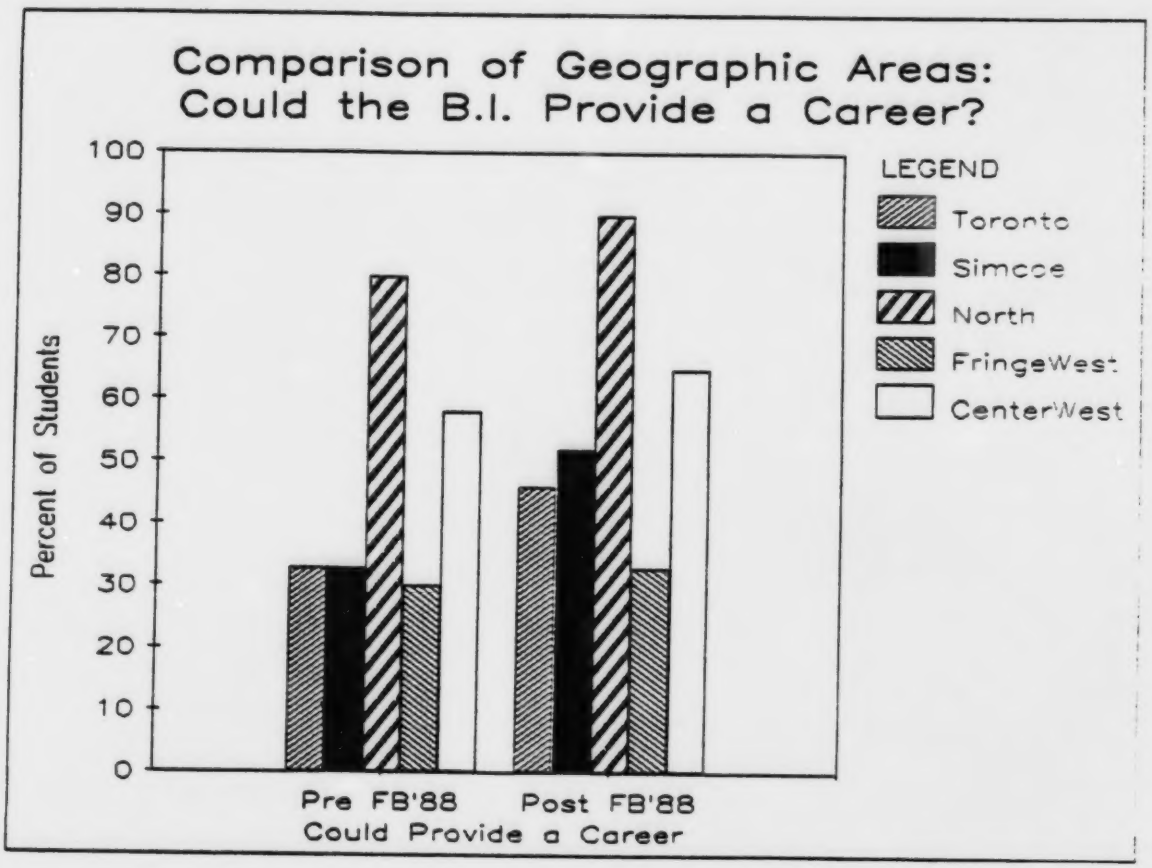

Chart 5.3.3

6. Conclusion

It is quite apparent that Future Building '88 had a significant impact on the attitudes of its student participants. One thing that is not found in this evidence is the effect the exposition had on the industry itself. The diverse elements of the industry were able, in view of a common goal, to overcome longstanding antipathies and work together to produce a highly successful show. Each participant is to be commended for exemplifying the spirit of cooperation which has been one of the goals toward which the BIS Board has worked.

We feel we understand the attitudes of young people better now and are able to speak to their concerns about careers and jobs in the building industry with more authority. We know we will have to provide additional and more accurate information regarding entry requirements, salaries and life in the building industry.

7. Recommendations

7.1 The schools are a major source of attitude formation for our children. We must ensure that the guidance counsellors and the staff are well informed about the building industry and see it as a realistic field of endeavour for their students.

7.2 We must ensure that children understand the real nature of work in the full range of building industry occupations. This can be done through school visits by members of the building industry and by adequately informed Industrial Training Consultants (from Ministry of Skills Development) and school guidance counsellors.

7.3 We must convey to the students the importance of all levels and types of work, not just professions. We must ensure that career counsellors understand that the value of the work depends on the individual who does it, not the title of the doer. The bricklayer is just as important in building a house as the architect.

7.4 The members of the building industry must be made aware that young people are looking for challenge and interest in their jobs. This may require job redesign or applications of organizational development and human resource development techniques in the industry to engage and sustain the interest of newer workers.

7.5 Action must be taken to free the industry from the label "DANGEROUS". This persistent designation discourages the young from considering the industry as a viable career option.

7.6 We must ensure that the momentum created by the FB'88 exposition is not lost and that we keep before the students reminders of the experience which changed their attitudes about or confirmed their interest in this industry.

7.7 We must make the industry more hospitable toward young women. They have a burgeoning interest in the building industry as a career option and this must not be stifled by a lack of openness on the part of industry participants.

7.8 The Northern and Center/West parts of the province show great potential for recruitment into the industry. Effort must be put into encouraging these parts to play an increasingly large role as industry participants.

Ontario Ministry of Housing / Ministère du Logement

ANNEX A

April, 1988

FOR THE TEACHER:
OUTLINE OF INSTRUCTIONS FOR THE QUESTIONNAIRES

The attached questionnaires will be used to help us assess the effectiveness of the FUTURE BUILDING '88 exposition. We would appreciate your help in giving the questionnaires to your students.

INSTRUCTIONS FOR QUESTIONNAIRES:

Select a group of students who will respond to the questionnaires (see section below). Have them fill out the first (pre-test) questionnaire before coming to the program. Then, have the SAME students complete the second (post-test) questionnaire as soon as possible after the program (no later than 1 week). Please return the questionnaires in the envelope provided by May 31, 1988. Should you lose this envelope, simply send the questionnaires to:

Peter Wilson
FUTURE BUILDING '88
Building Industry Secretariat
Ministry of Housing
2nd Floor, 777 Bay Street
Toronto, Ontario
M5G 2E5

SELECTING STUDENTS:

You have been provided with one set of questionnaires for approximately each 20 students attending the exposition. It is important that the questionnaires be given to a reasonably representative sample of the students. For example, if 80% of the students that go to the program are male then give roughly 80% of the questionnaires to male students. Don't be concerned about exact proportions.

THANK YOU

Pre-Test - To Be Given Before Future Building '88

NAME: _____ AGE: ____

SCHOOL COUNTY OR TOWN: _____ FEMALE: ___ MALE: ___

INSTRUCTIONS:
On the following pages are a number of questions that we would like you to answer to help us determine the success of the FUTURE BUILDING '88 exposition. All of your answers are confidential. You will be asked to fill in separate questionnaires before and after the exposition. THANK YOU VERY MUCH.

Here are some examples of the types of questions in this questionnaire. Some questions have numbered responses. Simply circle the number that corresponds to your answer. For example:

I. Have you ever worked part-time?
1.....YES
2.....NO

Some questions will simply require an "X" next to items in a list.

II. Place an 'X' next to the phrases that describe an average school day for you.

___ hard work
___ too short
___ interesting
___ fun

For some questions you will have to put a number next to a name. YOU CAN USE THE SAME NUMBER MORE THAN ONCE.

III. Where do people in the following occupations often work?

Write ANY number from the list below:

___ Doctor
___ Nurse
___ Police

1. Hospital
2. Zoo
3. Other

For some questions you will be asked to indicate whether or not you agree with a statement. Simply circle the number that best describes your opinion. For example:

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
IV. I think that there are many opportunities in the building industry.	1	2	3	4	5

PLEASE TURN TO THE FIRST QUESTION AND PROCEED.

I. Have you ever started or run a small business in summer or part-time?
1.....YES
2.....NO

II. Do you make most of your spending money by working at a part-time job?
1.....YES
2.....NO

III. Have you ever had paper route (for at least 6 months)?
1.....YES
2.....NO

IV. Would you consider a job in the building industry?
1.....YES --> CONTINUE TO QUESTION V
2.....NO --> PLEASE SKIP TO QUESTION VII

V. What is the type of the job that might interest you?

1.....Professional (Architect, Designer, Engineer, ...)
2.....Apprenticed Trades (Plumber, Carpenter, Brick Layer, Electrician)
3.....Other Trades (Plasterer, Roofer, Labourer, Painter...)
4.....Managers (Project Manager, General Contractor, Foreperson)
5.....Other

VI. What was your most important source of information about this job?
1.....Friend
2.....Parent
3.....School Guidance Counsellor or Teacher
4.....Professional or government agency
5.....Books, magazines, t.v. and other media
6.....Other

VII. What type of work does your mother do?

1.....Professional
2.....Manager
3.....Clerical
4.....Trades
5.....Service Industry
6.....Works at Home
7.....Other

VIII. What type of work does your father do?

1.....Professional
2.....Manager
3.....Clerical
4.....Trades
5.....Service Industry
6.....Works at Home
7.....Other

IX. Does your mother or father work in the building industry?
1.....YES
2.....NO

X. What type of training/education would you need for the following occupations?

Write in ANY number from the list below:

____ Plumber
____ Roofer
____ Designer
____ Contractor
____ Architect

1. Apprenticeship program
2. College/University
3. On the job training
4. Grade 13 completion only
5. Grade 12 or less only
6. Other

XI. What would be MOST important to you in selecting a job?
The job should:

1.....be challenging and interesting.
2.....give me a chance to work with my hands.
3.....offer security.
4.....pay well.
5.....build people's respect for me.
6.....give me a chance to make a contribution to my community.
7.....Other.

XII. Place an 'X' next to all of the phrases that you feel best describe jobs in the building industry. The jobs:

____ are dangerous
____ provide lots of opportunities
____ are low paying
____ are secure
____ are hard work
____ have poor working conditions
____ allow independence

Please indicate your agreement with the following statements by circling a number. Note that 1 is "completely disagree" and 3 is "neither agree nor disagree" and 5 is "strongly agree".

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
XIII. The building industry could provide the type of career in which I might be interested.	1	2	3	4	5
XIV. I feel that I understand very well what the building industry is about.	1	2	3	4	5

Post-Test - To Be Given After Future Building '88

NAME: _____ AGE: ____

SCHOOL COUNTY OR TOWN: _____ FEMALE: ___ MALE: ___

INSTRUCTIONS:
On the following pages are a number of questions that we would like you to answer to help us determine the success of the FUTURE BUILDING '88 exposition. All of your answers are confidential. You will be asked to fill in separate questionnaires before and after the exposition. THANK YOU VERY MUCH.

Here are some examples of the types of questions in this questionnaire. Some questions have numbered responses. Simply circle the number that corresponds to your answer. For example:

I. Have you ever worked part-time?
1.....YES
2.....NO

Some questions will simply require an "X" next to items in a list.

II. Place an 'X' next to the phrases that describe an average school day for you.

___ hard work
___ too short
___ interesting
___ fun

For some questions you will have to put a number next to a name. YOU CAN USE THE SAME NUMBER MORE THAN ONCE.

III. Where do people in the following occupations often work?

	Write ANY number from the list below:
___ Doctor	1. Hospital
___ Nurse	2. Zoo
___ Police	3. Other

For some questions you will be asked to indicate whether or not you agree with a statement. Simply circle the number that best describes your opinion. For example:

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
IV. I think that there are many opportunities in the building industry.	1	2	3	4	5

PLEASE TURN TO THE FIRST QUESTION AND PROCEED.

I. Would you consider a job in the building industry?
1.....YES --> CONTINUE TO QUESTION II
2.....NO --> PLEASE SKIP TO QUESTION IV

II. What is the type of the job that might interest you?

1.....Professional (Architect, Designer, Engineer, ...)
2.....Apprenticed Trades (Plumber, Carpenter, Brick Layer, Electrician)
3.....Other Trades (Plasterer, Roofer, Labourer, Painter...)
4.....Managers (Project Manager, General Contractor, Foreperson)
5.....Other

III. What was your most important source of information about this job?
1.....Friend
2.....Parent
3.....School Guidance Counsellor or Teacher
4.....Professional or government agency
5.....Books, magazines, t.v. and other media
6.....Other

IV. What type of training/education would you need for the following occupations?

Write in ANY number from the list below:

1. Apprenticeship program
2. College/University
3. On the job training
4. Grade 13 completion only
5. Grade 12 or less only
6. Other

___ Plumber
___ Roofer
___ Designer
___ Contractor
___ Architect

V. Place an 'X' next to all of the phrases that you feel best describe jobs in the building industry. The jobs:

___ are dangerous
___ provide lots of opportunities
___ are low paying
___ are secure
___ are hard work
___ have poor working conditions
___ allow independence

Please indicate your agreement with the following statements by circling number. Note that 1 is "completely disagree" and 3 is "neither agree r disagree" and 5 is "strongly agree".

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongl Agree
VI. The building industry could provide the type of career in which I might be interested.	1	2	3	4	5
VII. I feel that I understand very well what the building industry is about.	1	2	3	4	5

FUTURE BUILDING '88

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Building Industry
Strategy Board

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